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ABSTRACT

In order to provide entry-level students with an opportunity to explore career interests while receiving college credit, Johnson County Community College implemented a pilot course in Fall 1979 incorporating an emphasis on career decision-making in an English composition course. The course, which had an enrollment of 49 students in two sections, was subjected to a three-part evaluation involving: (1) student self-assessments conducted at the beginning and end of the course to determine life values, goals, motivations for working, and reasons for attending college; (2) student evaluations of the course itself; and (3) a comparison of the withdrawal rates of students in the special sections with the withdrawal rates of students in composition courses without the decision-making component. Findings of the self-assessment indicate that after taking the course, students were more specific about their career goals and were more aware of values and events affecting career decisions, personal skills that could be used in an occupation, and sources of career information. While the vast majority of the students (95%) gave the course an overall rating of 5 out of a possible 7, the attrition rate for the combined sections was comparable to that of the college as a whole. The study report examines findings for each of the two sections. (JP)

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ASSESSMENT of the COMMUNICATIONS I CAREER Decision Making COURSE

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JC 800 563

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ASSESSMENT OF THE COMMUNICATIONS I
CAREER DECISION MAKING COURSE

ABSTRACT

In Fall 1979, a pilot course incorporating the principles of written composition and the cognitive processes of decision making was introduced. The Office of Institutional Research agreed to provide an analysis of the following: results of a student self-assessment conducted at the beginning and end of the semester, student evaluations of the Communications I course and its emphasis on career decision making, and a comparison of the withdrawal rates for the special sections with other Communications I sections and the College-wide average. Some of the findings of those analyses are summarized below.

SELF-ASSESSMENTS

- There was a 63 percent increase on the post-assessment in responses identifying values that could affect future career decisions.
- Students became more aware of personal skills that could be used in an occupation. The kinds of skills most often cited on the post-test were work or activity skills, personal characteristics, and interpersonal skills.
- The primary motivation for working was material reward or fringe benefit. Other reasons given on the post-assessment included: for self-satisfaction, for something to do, to learn from experiences, and to help others and benefit society.
- Marriage was the only event initially cited by at least one-quarter of the students as an event that could affect future career decisions. However, the following events were cited by 25 percent or more on the post-assessment: marriage, financial or economic changes, change in personal values, goals, or interests, death, and the decision to finish college.
- There was a 36 percent increase in responses identifying sources of information about careers; a career planning center was the most frequently mentioned source on the post-assessment.
- Students were more specific on the post-test in describing the kinds of work they were most suited for and their career goals.
- Thirty students indicated on the post-assessment that they were sure they would attend JCCC in the spring, and two indicated that they might re-enroll. Three students were sure they would not attend spring semester.

- The reasons given for returning to JCCC were largely economic in nature. However, the number of students planning to attend because they were uncertain of future plans declined.
- The average number of hours employed rose from 15 to 20 hours per week for men but dropped from 14 hours to 13 hours for women.
- The mean number of credit hours in which students were enrolled declined from 14 to 13 hours.
- The vast majority of students had not previously received any college credits.

EVALUATION OF THE COURSE

- Students gave the pilot course high ratings; the percentage of 5* or better ratings ranged from 71.4 percent for organization to 85.2 percent for activities and ideas.
- Almost half of the total enrolled gave the course an overall rating of 7, the highest rating possible. Nearly 95 percent gave the course a rating of 5 or better.
- A majority cited increased awareness of self and/or career opportunities as a value of the course.
- Over half of the students said the course had no shortcomings, and 40 percent felt no improvements were needed.

ATTRITION

- The attrition rate throughout the semester for the combined sections was comparable to the College rate.
- Twenty-two percent of the career decision making students received "A's" compared to 13 percent of the students in other Communications I courses. The percentage of "N's" earned by students in the pilot courses was less than half that earned by other communications students.
- The retention rate for Career Decision Making students was somewhat higher than the overall retention rate.
- Career decision making students who enrolled in spring offerings of Communications II performed at a level comparable to other Communications II students.

Walter Klarner, communications faculty, and Barbara Hartman, counselor, cooperated in the teaching of these special courses.

* Highest possible rating was 7.

ASSESSMENT OF THE COMMUNICATIONS I
CAREER DECISION MAKING COURSE

I. INTRODUCTION

A survey of Johnson County high school juniors and seniors conducted by the Office of Institutional Research in Fall 1978 indicated that 44 percent of those students had not determined what job they would like to have in ten years and that 41.4 percent had not received any help in career planning or were not satisfied with the kind of help they had been given. Over three-quarters of the sample were interested in more information about career choices. Responses from students planning to attend JCCC were similar. (It should be noted that three types of students were included in the category: those who planned to attend JCCC right after high school, those who planned to wait a year or more, and those who might possibly attend.) About 42 percent were undecided about what kind of job they would like to have in ten years, 40.2 percent were not satisfied with or had not received help in career planning, and 81.1 percent were interested in additional information regarding career choices. Institutional profiles indicate that students in this age group (ages 18-20) have accounted for over one-third of the fall enrollment during the past three years.

Each semester large numbers of this constituency, as well as other student groups, enroll at JCCC without an educational plan or long-range career goal. Research on retention indicates that these students are likely to withdraw before completing an educational objective. During Fall 1979, an experimental course incorporating the principles of written composition and the cognitive processes of decision making was introduced. One objective of the project was to offer a course providing entry-level students an opportunity to explore career interests while receiving college

credit. In addition, the project had potential value in developing and implementing a retention strategy.

II. METHODOLOGY

The Office of Institutional Research agreed to do analyses of the following: student response to a self-assessment distributed at the beginning and end of the semester, student evaluation of the course, and the withdrawal rate for both sections of the course compared to other Communications I sections and the collegewide average.

A total of 49 students took the pre-assessment but only 36 participated in the post-assessment; one of those individuals did not take the pre-assessment. Since the purpose of the assessment was to compare changes in response, only the responses of those students who participated in both the pre-assessment and post-assessment were included in the analysis. Thus, a total of 35 responses were used--20 from Section 8 and 15 from Section 12.

Students also evaluated the course at the conclusion of the semester. There were 19 respondents from Section 8 and 16 respondents from Section 12.

Data for the retention analysis were obtained from the official grade-book and from student files in the Office of Admissions and Records.

III. SELF-ASSESSMENTS

Students enrolled in the Communications I Career Decision Making course were asked to respond to a questionnaire regarding their values, goals, motivations for working, and reasons for enrolling in the course and at JCCC.

Personal Values - Because of the range of responses, answers to this questionnaire item were categorized as follows: interpersonal

relations (opinion of others, helping people, family life), work (independence, creativity, recognition), leisure and recreation (leisure time, excitement, activity), material objects (money, cars), self-actualization (happiness, self-expression, satisfaction), life style (comfort, staying active, security), and religion or personal philosophy (belief in God, right to life, sense of right and wrong). Students tended to respond more clearly and in more detail on the post-assessment; when the responses of both sections are combined, a total of 86 responses were cited on the pre-test compared to 140 on the post-assessment. Values associated with interpersonal relations were most frequently mentioned on the pre-assessment. However, the values most often cited on the post-assessment by the combined sections were those relating to work (61), interpersonal relations (49), material objects (8), self-actualization (7), and life style (7).

Skills - Students were asked to identify skills that they could use in an occupation. On the pre-assessment, students cited work or activity skills most often (typing, keeping track of money, drawing), followed by interpersonal skills and personal qualities. Only one person perceived himself as having organizational skills (developing, planning, analyzing). Students appeared to be more aware of their job skills at the conclusion of the semester. While work skills (41), personal characteristics (38), and interpersonal skills (34) again received the highest rankings, there were significant increases in the kinds of manual skills (+10) and organizational skills (+13) identified on the post-assessment.

Motivations - Material reward or benefits was the predominant reason given for working by both males and females. At least 25 percent of the 21 men responding cited the following as a motivation for working.

<u>Pre-Assessment--Male</u>	<u>Number</u>	<u>Post-Assessment</u>	<u>Number</u>
For material reward or benefit	16	For material reward or benefit	17
For something to do	13	For something to do	5
To provide for self and family	6	To achieve personal goals	5
To meet new people	5		
For the pleasure and satisfaction of a good day's work	5		

The reasons given by at least 25 percent of the total female response (14) were as follows:

<u>Pre-Assessment--Female</u>	<u>Number</u>	<u>Post-Assessment</u>	<u>Number</u>
For material reward or benefit	11	For material reward or benefit	12
For the pleasure and satisfaction of a good day's work	5	For self-satisfaction	8
For self-satisfaction	4	To help others or benefit society	6
		To learn from experiences	5
		To meet new people	4
		For something to do	4

Among men, those motivations that showed the greatest change were achievement of personal goals (+5), desire for status and prestige (+3), and something to do (-8). For women respondents, the rate of change was greatest for helping others or benefiting society (+5), self-satisfaction (+4), and the pleasure of a good day's work (-5).

Events Affecting Career Decisions - Students were asked to describe events or changes that could affect future career decisions. Only two events--marriage and the grades made in college--were cited by at least 25 percent of the males responding to the pre-assessment. On the post-assessment, however, at least one-fourth of the men cited the following as an event that could affect a future career decision: death, marriage, financial or economic reasons, and a change in personal values, goals or interests.

Although marriage was the only event mentioned by 25 percent or more on the pre-assessment, females recognized numerous events on the post-assessment as having a potential effect on their career decisions. The events listed most frequently were marriage, financial or economic reasons, the decision to finish college, family life, illness or physical disability, pregnancy, and a change in personal values, goals, or interests.

Sources of Information - Students were able to identify significantly more sources of information about careers on the post-assessment. Four sources were mentioned on the post-test that had not been named previously; altogether, 87 responses were originally made compared to 118 on the post-assessment, an increase of 36 percent.

Students also became more explicit in their responses. Although 18 persons cited libraries as an information source on the pre-test compared to 5 on the post-assessment, students were more likely to identify specific kinds of information available within a library on the post-assessment, i.e., newspapers, professional journals, and the Directory of Occupational Titles. There was a large increase (833%) in responses identifying a career planning center as a source of information. While not all the responses specifically cited the Career Planning and Placement Center at the College, the proximity of the Center to the library may also have accounted for the decline in responses identifying the library as an information source.

There was also a significant increase in the number of responses citing private employment agencies as an information source. Slightly smaller increases were recorded in the number citing persons employed in the field and in the number identifying the telephone book or the yellow pages as an information source.

Types of Work - When asked if they knew what types of work they were most suited for, 27 students initially responded positively compared to 30 students on the post-assessment. Three out of the total 35 participating were unable to answer positively on either assessment.

More importantly, students generally became more specific in response to what type of work they were most suited for. Of the 25 students who indicated awareness on both assessments of the kind of work for which they were best suited, 16 gave more explicit descriptions on the post-assessment. For example, one student said "science and math related" on the pre-assessment and "nursing" on the post-assessment. Other students were able to reduce the number of career possibilities, such as the individual who said "office work, sales, teaching, physical education" on the preliminary questionnaire and "P.E. teacher or coaching" on the post-assessment.

Six students became less specific in their responses but still indicated an awareness of their career interests. (One student specified "sales and recreation" on the pre-assessment but generalized "freedom, limited supervision, creativity, and individualism" on the post-assessment.) Only three individuals of the total giving a positive response on both assessments showed great disparity in their answers.

Career Goals - Among the students enrolled in Section 8 of the Career Decision Making course, the number of students indicating that they had a career goal rose from 7 on the pre-assessment to 15 on the post-assessment. Again, responses to the post-assessment were more specific and generally showed a close relationship to the response given in the pre-assessment. For instance, one respondent's stated goal on the pre-assessment—"enjoying what I'm doing"—was modified to "partnership with a friend in maintenance service" on the post-assessment.

A similar trend occurred in the 10:00 class (Section 12). Twelve of the 15 respondents indicated on the post-assessment that they had a career goal. Of the nine students who gave a positive response on both questionnaires, seven were more specific in expressing their goals on the post-assessment; one changed his career goal, and another expressed values regarding a career ("status, security for family, and self-satisfaction").

Next Semester Plans - Eighty-six percent of the students enrolled in the Career Decision Making courses indicated on the post-assessment that they planned to attend JCCC the following semester. Although there was no change in the number of students in Section 8 who indicated that they were sure of attending, the percentage of students in Section 12 who were sure of attending JCCC rose from 73 percent to 100 percent. The reasons most often given by students for their plans to re-enroll included the following:

Prepare for transfer	11
Money	8
Want to further my education	4
Can work and attend college	3
at the same time	
Close to home	3

This is consistent with the findings of studies conducted by the Office of Institutional Research which indicate that the primary factors influencing students in the decision to attend JCCC are the ability to work and attend college at the same time, the ability to live at home, and the low tuition.

Three of the 35 students enrolled in the experimental courses did not plan to return to JCCC the following semester; two students were undecided. The reasons given by these students for their plans included plans for transfer, unavailability of the program of interest at JCCC, and plans for travel and full-time employment.

Reasons for Attending JCCC - Students' motivations for attending JCCC

changed slightly as the course progressed. Initially the five reasons given most often by the total respondents for the decision to enroll at the College included:

Can live at home while attending	15
Financial or economic reasons	13
Transfer preparation	8
Academic reputation	8
Uncertain about future plans	5

The reasons mentioned most often on the post-assessment were:

Can live at home while attending	16
Financial or economic reasons	16
Able to work and attend college at the same time	7
Easier to adjust to than a four- year college	6
Academic reputation	5
Advice of friends	5

Thus, students were largely motivated to attend JCCC because of economic factors. It is noteworthy that the number of persons who initially enrolled because they were uncertain about future plans declined over the course of the semester.

Reasons for Taking Course - One-quarter of the students taking the pre-assessment enrolled in the course because they thought it might help them make a career decision. Although a brochure was printed and students were notified by mail that they had enrolled in a section of Communications I having a special emphasis, five individuals indicated on the pre-test that they had not known it was a special course; this figure rose to 16 on the post-assessment. This would indicate that students enrolled in the course for a variety of personal reasons but were either unaware of its special emphasis or the extent to which career decision making would be stressed.

Hours Employed - Nine students were not employed at the beginning of the semester. Ten students reported working between 20 and 29 hours per week, and eight reported working between 30 and 39 hours. On the post-assessment, there were slight shifts in the number of hours employed with the mean for males rising from 15 hours to 20 hours and the mean for females declining from 21 to 19 hours per week.

Credit Hours Enrolled In - The number of hours in which students in Section 8 were enrolled declined by nine hours over the course of the semester. Although one female respondent added 3 hours to her schedule, women accounted for 6 of the 9 hours dropped. A similar trend occurred in Section 12. One male respondent reported adding 2 hours to his schedule; nevertheless, men accounted for 4 of the 9 hours dropped by students in the 10:00 class. Altogether, students in the Career Decision Making courses withdrew from 23 hours and enrolled in 5 additional hours over the course of the semester for a net loss of 18 hours. When the sections are combined, the average number of credit hours taken by these students decreased slightly from 14 hours to 13 hours.

Credit Hours Earned - Eighty-three percent of the students responding to the pre-assessment had not received any college credit prior to the Fall 1979 semester. Of the 6 students who had received college credit, 4 had earned between 1 and 5 credit hours. Some students appear to have misinterpreted the question on the post-test and included the number of hours in which they were currently enrolled with the number of credit hours previously earned. This would explain the discrepancy in the data between the pre- and post-assessments.

IV. STUDENT EVALUATION OF THE COURSE

Students enrolled in the Communications I decision making courses were asked to assess the organization, objectives, activities, and scope of the course by rating the preceding characteristics on a scale of 1 to 7 with 7 being the highest possible rating. When the 5 and above rankings are combined, the criterion received favorable ratings from the following proportions of each section:

	<u>Section 8-9:00</u>	<u>Section 12-10:00</u>
Organization	89.4%	50.0%
Objectives	83.1	87.5
Ideas and Activities	84.1	86.6
Scope	68.3	85.6
Overall	94.6	93.7

Students in the 10:00 class tended to give lower ratings on organization; only 37.5 percent gave organization a rating of 6 or above. Four individuals commented that they were initially confused when the course began but that things improved as the course progressed. Three students were confused by day to day changes in subject matter. However when the combined overall rankings of 6 and above are considered, 87.5 percent of the 10:00 students considered the course superior.

Students in Section 8 gave lower ratings to the scope of the course—68.3 percent gave a ranking of 5 or better compared to 85.6 percent of the 10:00 class. The 9:00 class also gave a slightly lower rating to the activities and ideas presented—47.3 percent gave a 6 or 7 rating compared to 60.0 percent of the 10:00 class. Comments made by some members of the 9:00 group reflect a desire for more emphasis or time on developing writing skills or achieving a better balance between the kinds of ideas presented.

In general, students gave the pilot course high ratings. The combined 5 and better ratings for both sections were:

Organization	71.4%
Objectives	85.1
Activities	85.2
Scope	75.6

Nearly 95 percent rated the course as 5 or better overall, with 45.7 percent giving an overall rating of 7.

The second portion of the evaluation asked students to describe the values and shortcomings of the course and to offer suggestions for future offerings. The following is a summary of those findings.

Values - A majority of the students cited increased awareness of self and/or career opportunities as a value of the course. Five students out of the total response considered the communications skills acquired to be of value; one of those individuals also cited greater awareness of self and another felt that the knowledge acquired from the course could possibly aid in making a career decision.

Shortcomings - Students enrolled in different sections had similar perceptions regarding the value of the course but there was a wider variety of responses concerning its shortcomings. This may be a reflection of the slightly less favorable ranking given by Section 12 to organization; half of those students gave a rating of 5 or better compared to 89.4 percent of Section 8. The responses given most often by the combined sections were: no shortcomings; not enough time was spent on writing or English; insufficient time was allowed for completion of assignments.

Suggestions for Improvement - Students were asked what might have been done differently. Almost half of the combined total said nothing should be done differently but other suggestions included greater use of the Career Planning and Placement Center, using a different textbook, and allowing more time to work on papers.

Parts That Should be Eliminated - The response most frequently given to the question of what portions of the workshop might be eliminated was "nothing." However, several members of each section disliked the levels of generality portion of the course.

V. ATTRITION

During Fall 1979, there were 27 students officially enrolled in Section 8 and 23 students in Section 12; three students withdrew from the 9:00 class, and four students dropped the 10:00 class after the official state reporting date. Thus, the attrition rates for the two groups were 11 percent and 17 percent, respectively. The rate for the combined sections was 14 percent, which was similar to the retention rate for other Communications I classes (13%) and the College average (13%).

Students Who Withdrew from the Course - Two of the three students who withdrew from the 9:00 class dropped other courses as well. One of these individuals enrolled in 4 credit hours at JCCC during the Spring 1980 semester. Responses to the preliminary self-assessment reveal that this student had definitely planned to re-enroll for the following semester and hoped to attend JCCC for two years. Reasons for attending included "close to home, want to continue school, want to learn more, and make sure what I am doing." The other students did not re-enroll; since these individuals did not participate in either assessment, their goals, plans, and reasons for attending JCCC are not known.

Three of the four 10:00 students who dropped the Communications I course also withdrew from school and did not re-enroll in the spring. According to the pre-assessments filled out by these individuals, two thought they would return to the College. One indicated some uncertainty regarding future plans,

while the second was considering transfer to a larger school. The third student was sure he would return to JCCC: economic factors were the primary motivation.

The fourth student dropped only the course and also re-enrolled in the spring, earning 7 credit hours and a 3.14 GPA for that semester. This student had indicated on the pre-assessment that he was sure of attending JCCC the following semester in order to "find interest areas."

Students Who Did Not Re-enroll - Six of the Section 8 students finished the course but did not attend spring semester. Of the four who completed post-assessments, three were certain that they would not return. Reasons given included plans for travel and full-time employment, transfer to a four-year college, and that the program of interest was not offered at JCCC. The fourth individual was uncertain of his future plans.

Four of the 10:00 students who completed their decision making course did not return in the spring. The single individual who responded to the post-assessment was sure of attending in Spring 1980; the motivation given was to improve his grades before transferring to a four-year university.

Students Who Attended Spring Semester - Seventy percent of the students enrolled in Section 8 (N = 19) attended JCCC during Spring 1980. This corresponds to the findings of the post-assessment; fifteen of the students in the 9:00 class who participated in the self-evaluation were sure they would attend the following semester, and one student thought he might return. A variety of reasons for re-enrolling at JCCC were given by students but most were economic. The individual who was uncertain of his plans was considering transfer to a vocational school.

Sixteen of the 23 students in Section 12 (70%) attended JCCC in Spring 1980. Fourteen had completed post-assessments in which each indicated that he would return for the spring semester. Eight of these students were specifically

interested in transfer preparation, and four cited the College's reputation for quality or a personal desire to further their education as a reason for attending.

Grades Earned in Communications I - Career Decision Making students appear to have performed at a higher level than students enrolled in other Communications I sections. Nineteen percent of the Section 8 students and 26 percent of the Section 12 students received "A's" compared to 13 percent of those in Communications I. When the grades of "C" or better are considered, 72 percent of the total students in the special sections received a "C" or above compared to 63 percent of the students enrolled in regular communications classes. While higher grades may be a phenomenon of a particular instructor, it is significant that the percentage of "N's" earned by decision making students was less than half that earned by regular Communications I students. Sixteen of the 19 students previously enrolled in the 9:00 decision making class took a Communications II course during Spring 1980. Students do not appear to have performed as well in the advanced course; 52 percent received an "A" or "B" in Communications I compared to 44 percent in Communications II. In addition, the median grade declined from a "B" to a "C." However, the median grade received by both the career decision making students later enrolling in Communications II and by students enrolled in fall sessions of Communications II was a "C." Fifty-seven percent of the former decision making students received a grade of "C" or better in Communications II compared to 62 percent of the fall students.

Thirteen of the 17 students in Section 12 enrolled in spring Communications II courses. Again, the Communications II grades were somewhat lower than the grades received in Communications I but the median in both semesters was a "C." These students performed significantly better in Communications II than those students who took the course in the fall. Eighty-four percent of

the former decision making students received a "C" or above compared to 62 percent of the latter group. In addition, the attrition rate for students who had taken Career Decision Making was lower (8% vs. 16%).

When the grade distribution for decision making students enrolling in Communications II offerings is compared with the Communications II grade distributions for Fall 1979, 69 percent of the students from the pilot course received a "C" or better compared to 62 percent of the latter. The withdrawal rate (17%) was comparable to the overall rate for Communications II (16%).

In summary, enrollment data document responses given on the post-assessment regarding future plans. Thirty students were sure they would attend JCCC in the spring, and two indicated that they might return. Altogether, 31 of the students responding to the assessment re-enrolled for the spring 1980 semester.

However not all of the Career Decision Making students participated in the post-evaluation; the actual number of students who completed the course and re-enrolled was 33. Also, two students withdrew from the course but re-enrolled in the spring. Ten students finished the course but did not re-enroll, and five withdrew from the class and also did not attend spring semester. The table below displays this breakdown by section.

	Section 8 9:00	Section 12 10:00
Completed course and returned	18	15
Withdrew from course but returned	1	1
Completed course but didn't return	6	4
Withdrew from course and didn't return	2	3
TOTAL	<u>27</u>	<u>23</u>

Thus, the retention rate for the pilot offerings was sixty-six percent, slightly greater than the overall College rate of sixty percent documented in a 1978 survey.

VI. CONCLUSION

Concerns - Although student response to the pilot project was generally favorable, some problems surfaced. In spite of the existence of an informational brochure and notification of enrollees by mail, many students did not realize they were in a course having a special emphasis. Most students were either pleased by the opportunity to learn more about careers or adopted a "wait-and-see" attitude. However, additional counseling during the enrollment process would be beneficial and could also result in higher retention.

Students also appeared to be unaware of some services offered by JCCC, specifically the Career Planning and Placement Center. Responses to the post-assessment indicate that students had positive perceptions regarding the kind of service received at the Center; one criticism of the course was that the Center was not introduced soon enough or used as extensively as some students would have liked. Were it not for the Career Decision Making course, however, some students may not have been exposed to the Career Planning and Placement Center at all. While this lack of student awareness may be indicative of a College-wide problem, an opportunity does exist for Counseling Services to promote usage of the specialized services available within the division (occupational interest testing, job placement, etc.).

A final concern deals with the organization of the course. While complaints about assignments may be commonplace, some students were critical of the pace of the activities presented and suggested that there be more outside assignments, allowing more in-class time for writing papers. Also, some students were confused by day to day changes in subject matter. Again, this may be influenced by expectations of what a communications course "should" be or a lack of awareness of the course's special emphasis.

Strengths - On the positive side, institutional reports indicate that this kind of course fulfills a community need and promotes awareness of the College. The findings of the 1978 high school survey indicate that 25 percent of the students who planned to go to college had not decided which institution to attend. For Quick Step students, enrollment in the career decision making course would not only meet the requirements for a communications credit but would also transfer to many four-year institutions. In addition, the emphasis on careers could be an attractive feature to high school students who might attend college or may wait a year or more after graduation to attend; studies have shown that these individuals are often undecided about their career goals. Thus, these offerings have the potential to attract students to JCCC and may be of value in the development of a marketing strategy.

In addition, the Career Decision Making course has value in the retention strategy. Students were generally enthusiastic about the course and gave it a favorable overall rating; a majority perceived the greater awareness of one's self and personal goals to be the greatest value of the course. In general, students planned to pursue their education. Several cited the desire to continue their education as a reason for attending JCCC, and earning a bachelor's or advanced degree was a goal for many. While the attrition rate did not differ significantly from the average Communications I section, attention to some initial problem areas could result in a lower withdrawal rate.

VII. IMPLICATIONS FOR GENERAL COURSE EVALUATION

Some of the concerns identified in the assessment of the career decision making project may be relevant to other programs as well. For example, the organization of the course was perceived as a shortcoming by some students. It is significant that the percentage of students rating organization favorably (5 or better) dropped from 89.4 percent in the 9:00 class to 50.0 percent

in the 10:00 section. This suggests that scheduling consecutive sections of the same course for instructors who teach multi-sections of a particular course may be undesirable.

Secondly, the students in regular communications offerings were not surveyed so their viewpoints are not known. However, it is conceivable that the negative perceptions of course organization are not limited to Career Decision Making students but may reflect the opinion of communications students in general.

TABLES

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STUDENT EVALUATION OF THE COMMUNICATIONS I
CAREER DECISION MAKING COURSE

Criterion	Section 8 9:00-9:50		Section 12 10:00-10:50		Total		
	Number	Percentage	Number	Percentage	Number	Percentage	
<u>ORGANIZATION</u>							
Excellent	7	0	0.0%	0	0.0%	0	0.0%
	6	15	78.9	6	37.5	21	60.0
	5	2	10.5	2	12.5	4	11.4
	4	2	10.5	5	31.2	7	20.0
	3	0	0.0	3	18.7	3	8.5
	2	0	0.0	0	0.0	0	0.0
Poor	1	0	0.0	0	0.0	0	0.0
	19		16		35		
<u>OBJECTIVES</u>							
Clearly Evident	7	5	27.7%	2	12.5%	7	20.5%
	6	7	38.8	8	50.0	15	44.1
	5	3	16.6	4	25.0	7	20.5
	4	1	5.5	1	6.2	2	5.8
	3	2	11.1	1	6.2	3	8.8
	2	0	0.0	0	0.0	0	0.0
Vague	1	0	0.0	0	0.0	0	0.0
	18		16		34		
<u>IDEAS AND ACTIVITIES</u>							
Very Inter- esting	7	5	26.3%	3	20.0%	8	23.5%
	6	4	21.0	6	40.0	10	29.4
	5	7	36.8	4	26.6	11	32.3
	4	2	10.5	2	13.3	4	11.7
	3	0	0.0	0	0.0	0	0.0
	2	1	5.2	0	0.0	1	2.9
Dull	1	0	0.0	0	0.0	0	0.0
	19		15		34		

Note—Rows may not add to 100% due to computer rounding. In addition, the percentages shown above for each criterion exclude those who did not respond to the question. Therefore, the divisor used was the number responding to that specific question.

STUDENT EVALUATION OF THE COMMUNICATIONS I
CAREER DECISION MAKING COURSE

Criterion	Section 8 9:00-9:50		Section 12 10:00-10:50		Total		
	Number	Percentage	Number	Percentage	Number	Percentage	
<u>SCOPE</u>							
Very Adequate	7	5	26.3%	1	7.1%	6	18.1%
	6	5	26.3	6	42.8	11	33.3
	5	3	15.7	5	35.7	8	24.2
	4	3	15.7	2	14.2	5	15.1
	3	2	10.5	0	0.0	2	6.0
	2	1	5.2	0	0.0	1	3.0
Inadequate	1	0	0.0	0	0.0	0	0.0
	19		14		33		
<u>OVERALL</u>							
Excellent	7	8	42.1%	8	50.0%	16	45.7%
	6	6	31.5	6	37.5	12	34.2
	5	4	21.0	1	6.2	5	14.2
	4	0	0.0	1	6.2	1	2.8
	3	1	5.2	0	0.0	1	2.8
	2	0	0.0	0	0.0	0	0.0
Poor	1	0	0.0	0	0.0	0	0.0
	19		16		35		

Note--Rows may not add to 100% due to computer rounding. In addition, the percentages shown above for each criterion exclude those who did not respond to the question. Therefore, the divisor used was the number responding to that specific question.

STUDENT EVALUATION OF THE COMMUNICATIONS I
CAREER DECISION MAKING COURSE

SUMMARY OF COMMENTS*
SECTION 8 9:00-9:50

Question	Number
What values did the course have for you?	
Increased my awareness of self and my chosen field	9
Valuable - especially when growing up	1
Learned about self, values, attitudes, and grammar but couldn't apply to papers. Importance of leisure	1
Helped me recognize career possibilities and/or make a career decision	4
Gave me a better outlook on my future	1
Improved my writing skills	1
Developed my writing skills; may help me to decide on a career in the future	1
Emphasized the value of writing skills	1
TOTAL RESPONSE	19
What were some of the shortcomings of the course?	
Nothing	6
Didn't spend enough time on English and/or writing	3
Spent too much time explaining assignments	1
Was too much explanation of assignments and not enough time to complete them	1
Was often or sometimes confusing	3
Spent too much time on values	1
Question if some of the material could be graded fairly (too subjective)	1
TOTAL RESPONSE	16
What do you wish had been done differently? How might we have done so?	
Nothing should be done differently	10

*Note.--The comments shown above represent the general tone in student response to the latter portion of the course evaluation. Although each response was enumerated, none are recorded here in their entirety.

STUDENT EVALUATION OF THE COMMUNICATIONS I
CAREER DECISION MAKING COURSE

SUMMARY OF COMMENTS*
SECTION 12 10:00-10:50

Question	Number
What values did the course have for you?	
Increased my awareness of self and chosen field	3
Helped me decide values and make career choice; improved my grammar	1
Was thought provoking, interesting, challenging	3
Helped me recognize career possibilities	2
Improved my communications skills	2
Personal	1
Hate the word "values" - it is abstract and vague	1
TOTAL RESPONSE	13
What were some of the shortcomings of the course?	
Organization	3
No set pattern; would prefer more writing experience	1
Little instruction on English; didn't use book we bought and couldn't return it	1
Should have goal setting first and values last	1
More time in career center	2
Didn't get over there enough	1
Nothing	2
Interviews	1
Papers on values; unsure of my values	1
TOTAL RESPONSE	13
What do you wish had been done differently? How might we have done so?	
Introduce Career Planning and Placement Center sooner and/or use more extensively	4

*Note.--The comments shown above represent the general tone in student response to the latter portion of the course evaluation. Although each response was enumerated, none are recorded here in their entirety.

STUDENT EVALUATION OF THE COMMUNICATIONS I
CAREER DECISION MAKING COURSE

SUMMARY OF COMMENTS*
SECTION 8 9:00-9:50

Question	Number
What do you wish had been done differently? How might we have done so?	
Was it a writing class or career decision making class?	1
Spend more time on English	1
Place more emphasis on decision making and less on English	1
Allow more time to work on papers	1
Allow more in-class time on papers; more outside reading	1
Spend more time in Career Planning and Placement Center	1
Wish papers were graded faster	1
TOTAL RESPONSE	17
What part or parts of the course would you eliminate?	
Nothing should be eliminated	10
Levels of Generality	2
Career decision making	1
Had to gather too many decision making materials	1
Emphasis on grinding out so many papers	1
Too many essays; do more worksheets; have more class discussion	1
TOTAL RESPONSE	16

*Note.--The comments shown above represent the general tone in student response to the latter portion of the course evaluation. Although each response was enumerated, none are recorded here in their entirety.

STUDENT EVALUATION OF THE COMMUNICATIONS I
CAREER DECISION MAKING COURSE

SUMMARY OF COMMENTS*
SECTION 12 10:00-10:50

Question	Number
What do you wish had been done differently? How might we have done so?	
More work in Career Planning and Placement Center; grammar unit was misplaced - should ask for a paragraph about our skills at the beginning of the semester	1
Nothing should be done differently	2
Use a different book	2
Levels of Generality do not apply to this course	1
Wish final paper had been an essay rather than questions	1
Would prefer one instructor	1
Was confused most of the time	1
TOTAL RESPONSE	13
What part or parts of the course would you eliminate?	
Levels of Generality	4
Nothing should be eliminated	3
Book	3
Long class discussions	1
Essays	1
Critiques and evaluations on the last day	1
TOTAL RESPONSE	13

*Note.--The comments shown above represent the general tone in student response to the latter portion of the course evaluation. Although each response was enumerated, none are recorded here in their entirety.

SELF-ASSESSMENT BY COMMUNICATIONS I CAREER DECISION MAKING STUDENTS

Section 8

9:00-9:50

Item	Pre-Assessment			Post-Assessment		
	Male	Female	Total	Male	Female	Total
Personal values that might influence your career decisions (Areas)						
Interpersonal Relations	4	9	13	13	11	24
Work	8	3	11	19	11	30
Leisure and Recreation	3	3	6	2	2	4
Material Objects	4	3	7	2	2	4
Self-Actualization	2	3	5	1	1	2
Life Style	2	4	6	1	1	2
Religion or Personal Philosophy	6	1	7	1	0	1
Other	0	0	0	1	0	1
TOTAL RESPONSE*	12	8	20	11	8	19
Skills that could be used in an occupation						
Work or Activity Skills	12	13	25	18	10	28
Interpersonal Skills	8	0	8	7	11	18
Organizational Skills	0	0	0	2	4	6
Manual Skills	3	2	5	1	7	8
Personal Characteristics	2	5	7	4	16	20
Other	3	0	3	0	0	0
TOTAL RESPONSE*	12	8	20	12	8	20

*Note: Students were permitted more than one response. Therefore, the number of responses given may be greater than the number of students who responded to the question.

SELF-ASSESSMENT BY COMMUNICATIONS I CAREER DECISION MAKING STUDENTS

Section 12
10:00-10:50

Item	Pre-Assessment			Post-Assessment		
	Male	Female	Total	Male	Female	Total
Personal values that might influence your career decisions (Areas)						
Interpersonal Relations	6	5	11	14	11	25
Work	6	1	7	15	16	31
Leisure and Recreation	0	1	1	1	0	1
Material Objects	2	1	3	4	0	4
Self-Actualization	2	2	4	3	2	5
Life Style	1	1	2	4	1	5
Religion or Personal Philosophy	1	0	1	0	0	0
Other	2	0	2	0	0	0
None	0	0	0	1	0	1
TOTAL RESPONSE*	9	5	14	9	6	15
Skills that could be used in an occupation						
Work or Activity Skills	5	12	17	6	7	13
Interpersonal Skills	4	5	9	11	5	16
Organizational Skills	1	0	1	6	2	8
Manual Skills	1	0	1	7	1	8
Personal Characteristics	7	0	7	13	5	18
Other	0	0	0	0	0	0
TOTAL RESPONSE*	8	5	13	9	6	15

*Note: Students were permitted more than one response. Therefore, the number of responses given may be greater than the number of students who responded to the question.

SELF-ASSESSMENT BY COMMUNICATIONS I CAREER DECISION MAKING STUDENTS

Section 8

9:00-9:50

Item	Pre-Assessment			Post-Assessment		
	Male	Female	Total	Male	Female	Total
Motivations for Working						
For material reward or benefits	10	8	18	11	7	18
For self satisfaction	2	2	4	2	4	6
For status and prestige	0	0	0	2	2	4
To use education and skills	0	0	0	0	1	1
To learn from experiences	1	3	4	2	1	3
To help others or benefit society	1	1	2	0	3	3
For something to do	10	1	11	3	1	4
For security	0	0	0	0	0	0
To achieve personal goals	0	1	1	2	1	3
To meet new people	4	1	5	1	2	3
To be productive and feel useful	1	0	1	0	0	0
For variety and stimulation	0	0	0	0	2	2
To be creative	1	0	1	0	0	0
For the pleasure and satisfaction of a good day's work	4	5	9	1	0	1
To provide for self and family	4	1	5	2	0	2
Welcome challenge and responsibility	0	0	0	1	2	3
New environments	0	0	0	0	0	0
No motivation	0	0	0	0	0	0
TOTAL RESPONSE*	12	8	20	12	8	20

*Note: Students were permitted more than one response. Therefore, the number of responses given may be greater than the number of students who responded to the question.

SELF-ASSESSMENT BY COMMUNICATIONS I CAREER DECISION MAKING STUDENTS

Section 12
10:00-10:50

Item	Pre-Assessment			Post-Assessment		
	Male	Female	Total	Male	Female	Total
Motivations for Working						
For material reward or benefits	6	3	9	6	5	11
For self satisfaction	1	2	3	2	4	6
For status and prestige	1	0	1	2	1	3
To use education and skills	0	0	0	1	0	1
To learn from experiences	1	0	1	1	4	5
To help others or benefit society	1	0	1	2	3	5
For something to do	3	2	5	2	3	5
For security	0	0	0	0	1	1
To achieve personal goals	0	1	1	3	1	4
To meet new people	1	1	2	2	2	4
To be productive and feel useful	0	0	0	1	2	3
For variety and stimulation	0	0	0	1	0	1
To be creative	0	0	0	0	0	0
For the pleasure and satisfaction of a good day's work	1	0	1	3	0	3
To provide for self and family	2	0	2	2	0	2
Welcome challenge and responsibility	1	0	1	0	0	0
New environments	0	1	1	0	0	0
No motivation	0	0	0	1	0	1
TOTAL RESPONSE*	9	4	13	9	6	15

*Note: Students were permitted more than one response. Therefore, the number of responses given may be greater than the number of students who responded to the question.

SELF-ASSESSMENT BY COMMUNICATIONS I CAREER DECISION MAKING STUDENTS

Section 8

9:00-9:50

Item	Pre-Assessment			Post-Assessment		
	Male	Female	Total	Male	Female	Total
Events or changes that could affect future career decisions						
Marriage	1	4	5	4	6	10
Decision to finish college	3	2	5	1	5	6
Influence of other people	1	0	1	2	0	2
Moving	3	1	4	1	2	3
Financial or economic reasons	2	2	4	4	6	10
Divorce	0	0	0	1	3	4
Technological change	0	0	0	0	0	0
Grades made in college	4	1	5	2	0	2
Opportunities available in chosen career field	0	0	0	0	1	1
Illness or physical disability	1	0	1	2	2	4
Pregnancy/Having children	0	1	1	3	3	6
Decision to work full-time	1	1	2	1	2	3
Political change	1	0	1	0	2	2
Amount of stress on the job	0	0	0	0	0	0
Classes I take	1	1	2	0	0	0
School I attend	0	1	1	2	0	2
Leisure activities	0	0	0	0	0	0
Change in personal values, goals, or interests	4	3	7	4	3	7
Death (self or family member)	0	1	1	5	3	8
Family life	0	2	2	1	3	4
Other	2	2	4	1	2	3
TOTAL RESPONSE*	12	8	20	12	8	20

*Note: Students were permitted more than one response. Therefore, the number of responses given may be greater than the number of students who responded to the question.

SELF-ASSESSMENT BY COMMUNICATIONS I CAREER DECISION MAKING STUDENTS

Section 12
10:00-10:50

Item	Pre-Assessment			Post-Assessment		
	Male	Female	Total	Male	Female	Total
Events or changes that could affect future career decisions						
Marriage	4	3	7	3	4	7
Decision to finish college	0	0	0	2	1	3
Influence of other people	1	0	1	1	0	1
Moving	0	1	1	1	2	3
Financial or economic reasons	1	1	2	3	1	4
Divorce	0	0	0	0	0	0
Technological change	1	0	1	1	0	1
Grades made in college	2	1	3	1	2	3
Opportunities available in chosen career field	0	0	0	3	2	5
Illness or physical disability	1	1	2	1	2	3
Pregnancy/Having children	0	1	1	1	1	2
Decision to work full-time	0	0	0	0	1	1
Political change	0	0	0	1	0	1
Amount of stress on the job	1	0	1	1	0	1
Classes I take	0	0	0	0	0	0
School I attend	1	0	1	1	0	1
Leisure activities	1	0	1	0	0	0
Change in personal values, goals, or interests	0	0	0	2	1	3
Death (self or family member)	2	0	2	4	0	4
Family life	0	1	1	1	2	3
Other	3	0	3	3	0	3
TOTAL RESPONSE*	8	5	13	8	6	14

*Note: Students were permitted more than one response. Therefore, the number of responses given may be greater than the number of students who responded to the question.

SELF-ASSESSMENT BY COMMUNICATIONS I CAREER DECISION MAKING STUDENTS

Section 8
9:00-9:50

Item	Pre-Assessment			Post-Assessment		
	Male	Female	Total	Male	Female	Total
Sources and places having information about occupations						
Occupational Outlook Handbook	1	1	2	1	0	1
Career workshops	0	0	0	1	0	1
Private employment agencies	1	0	1	6	3	9
Counselors	6	2	8	4	0	4
Newspapers	0	1	1	1	4	5
Dictionary of Occupational Titles	0	0	0	1	0	1
Career planning center	0	2	2	8	8	16
State job service	3	0	3	0	0	0
Teachers	0	1	1	0	0	0
College handbooks	0	1	1	0	0	0
Occupational Card Sort	0	0	0	0	0	0
On-the-job experience	0	0	0	0	0	0
Civil Service	0	1	1	0	1	1
People employed in the field	2	3	5	2	3	5
Professional journals, magazines, or books	0	1	1	0	1	1
Yellow Pages/phone book	0	0	0	1	2	3
Unions/professional associations	0	0	0	0	2	2
Friends	1	1	2	2	2	4
Libraries	7	8	15	0	0	0
Companies employing members of the occupation	4	2	6	0	0	0
Relatives	1	0	1	2	2	4
Educational institutions	2	3	5	1	1	2
Other	0	0	0	0	1	1
Don't know	0	0	0	0	0	0
TOTAL RESPONSE*	12	8	20	12	8	20

*Note: Students were permitted more than one response. Therefore, the number of responses given may be greater than the number of students who responded to the question.

SELF-ASSESSMENT BY COMMUNICATIONS I CAREER DECISION MAKING STUDENTS

Section 12
10:00-10:50

Item	Pre-Assessment			Post-Assessment		
	Male	Female	Total	Male	Female	Total
Sources and places having information about occupations						
Occupational Outlook Handbook	0	1	1	0	1	1
Career workshops	0	0	0	0	0	0
Private employment agencies	0	0	0	3	3	6
Counselors	1	3	4	1	2	3
Newspapers	0	2	2	2	1	3
Dictionary of Occupational Titles	0	1	1	0	2	2
Career planning center	1	0	1	6	6	12
State job service	0	1	1	0	0	0
Teachers	0	0	0	3	1	4
College handbooks	0	0	0	0	0	0
Occupational Card Sort	0	0	0	0	1	1
On-the-job experience	1	0	1	1	0	1
Civil Service	0	0	0	0	0	0
People employed in the field	4	1	5	7	4	11
Professional journals, magazines, or books	2	0	2	0	0	0
Yellow Pages/phone book	0	0	0	3	2	5
Unions/professional associations	0	0	0	0	0	0
Friends	0	3	3	0	0	0
Libraries	1	2	3	4	1	5
Companies employing members of the occupation	0	0	0	2	0	2
Relatives	1	1	2	1	0	1
Educational institutions	2	0	2	0	0	0
Other	1	2	3	0	1	1
Don't know	1	0	1	0	0	0
TOTAL RESPONSE*	9	6	15	9	6	15

*Note: Students were permitted more than one response. Therefore, the number of responses given may be greater than the number of students who responded to the question.

SELF-ASSESSMENT BY COMMUNICATIONS I CAREER DECISION MAKING STUDENTS.

Question	Section 8 9:00-9:50			Section 12 10:00-10:50		
	Male	Female	Total	Male	Female	Total
Do you have a career goal?						
Yes						
Pre-Assessment only	0	1	1	2	1	3
Post-Assessment only	4	5	9	2	1	3
Both Pre-Assessment and Post-Assessment	5	1	6	5	4	9
No						
Both Pre-Assessment and Post-Assessment	3	1	4	0	0	0
TOTAL RESPONSE	12	8	20	9	6	15
Do you know what types of work you are most likely suited for?						
Yes						
Pre-Assessment only	2	0	2	0	0	0
Post-Assessment only	1	1	2	1	2	3
Both Pre-Assessment and Post-Assessment	7	7	14	7	4	11
No						
Both Pre-Assessment and Post-Assessment	2	0	2	1	0	1
TOTAL RESPONSE	12	8	20	9	6	15

SELF-ASSESSMENT BY COMMUNICATIONS I CAREER DECISION MAKING STUDENTS

Section 8
9:00-9:50

Item	Pre-Assessment			Post-Assessment		
	Male	Female	Total	Male	Female	Total
Next semester plans						
I am sure I will attend JCCC	9	6	15	9	6	15
I think I will return to JCCC	2	1	3	0	0	0
I might return to JCCC	1	0	1	1	1	2
I probably won't return to JCCC	0	1	1	0	0	0
I am sure I will not return to JCCC	0	0	0	2	1	3
TOTAL RESPONSE*	12	8	20	12	8	20

SELF-ASSESSMENT BY COMMUNICATIONS I CAREER DECISION MAKING STUDENTS

Section 12
10:00-10:50

Item	Pre-Assessment			Post-Assessment		
	Male	Female	Total	Male	Female	Total
Next semester plans						
I am sure I will attend JCCC	6	5	11	9	6	15
I think I will return to JCCC	1	1	2	0	0	0
I might return to JCCC	1	0	1	0	0	0
I probably won't return to JCCC	1	0	1	0	0	0
I am sure I will not return to JCCC	0	0	0	0	0	0
TOTAL RESPONSE*	9	6	15	9	6	15

SELF-ASSESSMENT BY COMMUNICATIONS I CAREER DECISION MAKING STUDENTS

Section 8
9:00-9:50

Item	Number*
Reason for plans	
Pre-Assessment	
I am sure I will attend JCCC	
Money	4
Want to further my education	3
Plan to attend JCCC for two years	1
Plan to attend JCCC for one year	1
Have outside interests in Kansas City	1
I think I will return to JCCC	
May transfer	1
I might return to JCCC	
Depends on my goals, wants, and challenges	1
I probably won't return to JCCC	
Plan to transfer to four-year college	1
Post-Assessment	
I am sure I will attend JCCC	
Prepare for transfer	11
Can work and attend at the same time	3
Close to home	3
Money	3
Want to further my education	1
Like JCCC; quality of instruction	1
Have a scholarship	2
Special program I want	1
Plan to attend for two years	1
Plan to participate in athletics	1
Courses I need	1
Less rigid schedule	1
Already enrolled for next semester	1
Plan to work toward career goal	1
I might return to JCCC	
May transfer to vocational school	1
Uncertain as to future plans	1
I am sure I will not return to JCCC	
Does not offer program I want	1
Plan to transfer to four-year college	1
Plan to travel and work full-time	1

*Note: Students were permitted more than one response. Therefore, the number of responses given may be greater than the number of students who responded to the question.

SELF-ASSESSMENT BY COMMUNICATIONS I CAREER DECISION MAKING STUDENTS

Section 12
10:00-10:50

Item	Number*
Reason for plans	
Pre-Assessment	
I am sure I will attend JCCC	
Plan to participate in athletics	3
Plan to attend JCCC for two years	3
Want to further my education	3
Have a scholarship	2
Hope to get an idea for future plans	2
Prepare for transfer	1
Can live at home	1
Can't afford a four-year college	1
Has smaller classes; can get additional help	1
I think I will return to JCCC	
Family may move	1
Money	1
I might return to JCCC	
May transfer to four-year college	1
I probably won't return to JCCC	
Plan to travel	1
Post-Assessment	
I am sure I will attend JCCC	
Money	5
Can live at home	4
Can work and attend school at the same time	4

*Note: Students were permitted more than one response. Therefore, the number of responses given may be greater than the number of students who responded to the question.

SELF-ASSESSMENT BY COMMUNICATIONS I CAREER DECISION MAKING STUDENTS

Section 8
9:00-9:50

Item	Pre-Assessment			Post-Assessment		
	Male	Female	Total	Male	Female	Total
Reasons for attending JCCC						
Financial or economic reasons	3	2	5	5	3	8
Academic reputation	3	3	6	3	1	4
Can live at home while attending	4	2	6	6	3	9
College has special program that I want	0	0	0	2	0	2
Advice of counselor	0	0	0	0	0	0
Was not accepted anywhere else	1	0	1	1	0	1
Availability of courses	0	0	0	0	1	1
Able to work and attend college at the same time	2	1	3	1	1	2
Relatives wanted me to attend	0	1	1	0	0	0
Advice of teacher	0	0	0	0	0	0
Offered financial assistance	0	1	1	1	1	2
Advice of friends	0	1	1	1	2	3
Undecided about future plans	3	2	5	0	1	1
Easier to adjust to than four-year college	2	0	2	1	0	1
Transfer preparation	2	1	3	0	0	0
Other	2	2	4	1	1	2
TOTAL RESPONSE*	12	8	20	12	7	19

*Note: Students were permitted more than one response. Therefore, the number of responses given may be greater than the number of students who responded to the question.

SELF-ASSESSMENT BY COMMUNICATIONS I CAREER DECISION MAKING STUDENTS

Section 12
10:00-10:50 /

Item	Pre-Assessment			Post-Assessment		
	Male	Female	Total	Male	Female	Total
Reasons for attending JCCC						
Financial or economic reasons	5	3	8	4	4	8
Academic reputation	2	0	2	1	0	1
Can live at home while attending	4	5	9	2	5	7
College has special program that I want	0	1	1	1	0	1
Advice of counselor	0	0	0	0	0	0
Was not accepted anywhere else	1	0	1	0	0	0
Availability of courses	0	0	0	2	0	2
Able to work and attend college at the same time	0	0	0	2	3	5
Relatives wanted me to attend	0	1	1	0	1	1
Advice of teacher	0	0	0	0	1	1
Offered financial assistance	0	0	0	2	0	2
Advice of friends	1	0	1	2	0	2
Undecided about future plans	0	0	0	0	0	0
Easier to adjust to than four-year college	1	1	2	2	3	5
Transfer preparation	4	1	5	3	0	3
Other	1	0	1	1	0	1
TOTAL RESPONSE*	8	6	14	9	6	15

*Note: Students were permitted more than one response. Therefore, the number of responses given may be greater than the number of students who responded to the question.

SELF-ASSESSMENT BY COMMUNICATIONS I CAREER DECISION MAKING STUDENTS

Section 8

9:00-9:50

Item	Pre-Assessment			Post-Assessment		
	Male	Female	Total	Male	Female	Total
Reason for taking this special course						
Required course; needed credit	0	1	1	2	1	3
To improve communications skills	1	2	3	0	0	0
To prepare for transfer	2	0	2	0	0	0
Fit my schedule	2	0	2	1	0	1
Sounded interesting	0	0	0	1	0	1
Advice of a counselor	1	0	1	0	1	1
Thought it might help me make a career decision	1	2	3	1	1	2
Didn't know it was a special course	0	2	2	3	4	7
Other	1	0	1	0	0	0
No reason	3	0	3	0	0	0
TOTAL RESPONSE	11	7	18	8	7	15

SELF-ASSESSMENT BY COMMUNICATIONS I CAREER DECISION MAKING STUDENTS

Section 12
10:00-10:50

Item	Pre-Assessment			Post-Assessment		
	Male	Female	Total	Male	Female	Total
Reason for taking this special course						
Required course; needed credit	0	2	2	0	1	1
To improve communications skills	0	0	0	1	0	1
To prepare for transfer	0	0	0	0	0	0
Fit my schedule	1	0	1	0	1	1
Sounded interesting	1	1	2	0	0	0
Advice of a counselor	0	0	0	2	0	2
Thought it might help me make a career decision	3	2	5	1	0	1
Didn't know it was a special course	2	1	3	5	4	9
Other	0	0	0	0	0	0
No reason	1	0	1	0	0	0
TOTAL RESPONSE	8	6	14	9	6	15

GRADE DISTRIBUTION AND ATTRITION RATES
FOR COMMUNICATIONS I
CAREER DECISION MAKING STUDENTS
Fall, 1979

	A	B	C	D	I	N	W	TOTAL
COM 6524 Communications I								
	154	309	280	73	7	204	160	1187
COM 6524 Career Decision Making								
	11	13	12	3	0	4	7	50
Section 8	(5)	(9)	(7)	(1)	(0)	(2)	(3)	(27)
Section 12	(6)	(4)	(5)	(2)	(0)	(2)	(4)	(23)
COM 1467 Communications II								
	43	58	45	15	0	36	38	235
COLLEGE TOTAL	4019	3822	2532	783	92	2211	1955	15,517 *

GRADE DISTRIBUTION AND ATTRITION RATES
FOR CAREER DECISION MAKING STUDENTS
ENROLLED IN COMMUNICATIONS II
Spring, 1980

	A	B	C	D	I	N	W	TOTAL
Section 8	1	6	2	1	0	2	4	16
Section 12	3	0	8	1	0	0	1	13
TOTAL	4	6	10	2	0	2	5	29

* Includes 103 grades of "S," or satisfactory.

See next page for percentage distributions.

GRADE DISTRIBUTION AND ATTRITION RATES
FOR COMMUNICATIONS I
CAREER DECISION MAKING STUDENTS
Fall, 1979

	A	B	C	D	I	N	W
COM 6524 Communications I	13%	26%	24%	6%	1%	17%	13%
COM 6524 Career Decision Making	22	26	24	6	0	8	14
Section 8	19	33	26	4	0	7	11
Section 12	26	17	22	9	0	9	17
COM 1467 Communications II	18	25	19	6	0	15	16
COLLEGE TOTAL	26	25	16	5	1	14	13 *

GRADE DISTRIBUTION AND ATTRITION RATES
FOR CAREER DECISION MAKING STUDENTS
ENROLLED IN COMMUNICATIONS II
Spring, 1980

	A	B	C	D	I	N	W
Section 8	6%	38%	13%	6%	0%	13%	25%
Section 12	23	0	61	8	0	0	8
TOTAL	14	21	34	7	0	7	17

* Includes 103 grades of "S," or satisfactory.

Note - Percentages may not add to 100% due to differences in computer rounding.

SELF-ASSESSMENT BY COMMUNICATIONS I CAREER DECISION MAKING STUDENTS

Item	Section 8				Section 12			
	Pre-Assessment		Post-Assessment		Pre-Assessment		Post-Assessment	
	Male	Female	Male	Female	Male	Female	Male	Female
Hours employed per week								
0 hours	4	0	1	0	2	3	3	3
1-9 hours	1	0	1	0	0	0	0	0
10-19 hours	2	2	3	3	1	1	0	1
20-29 hours	3	2	4	0	5	0	5	1
30-39 hours	2	3	3	5	1	2	0	1
40+ hours	0	1	0	0	0	0	1	0
MEAN	14	27	22	25	16	12	17	11
TOTAL RESPONSE	12	8	12	8	9	6	9	6
Credit hours currently enrolled in								
1-5 credit hours	0	0	0	0	0	0	0	0
6-10 credit hours	1	1	1	1	1	1	0	2
11-15 credit hours	9	4	9	5	6	4	8	3
16+ credit hours	2	3	2	2	2	1	1	1
MEAN	13	14	13	14	15	13	14	12
TOTAL RESPONSE	12	8	12	8	9	6	9	6
Credit hours earned prior to this semester								
0 credit hours	11	7	11	6	7	4	4	4
1-5 credit hours	1	0	1	0	2	1	1	1
6-10 credit hours	0	1	0	2	0	0	1	0
11+ credit hours	0	0	0	0	0	1	2	1
MEAN	<1	<1	<1	2	<1	2	6	2
TOTAL RESPONSE	12	8	12	8	9	6	9	6